Northwest Territories Education

Annual Report 1988

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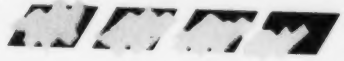

Annual Report 1988

Hon. Stephen Kakfwi
Minister

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All artwork featured in this publication are a direct product of the N.W.T. Artists in Schools Program.

Cover art from a print by Lillian Kanayok, Helen Kalvak School, Holman, N.W.T. 1988.

ISBN: 0-7708-1020

Minister

Carving by Eleese MacLennan, Thomas
Simpson School, Fort Simpson, N.W.T. 1988

Towards the 1990's

As we head towards the 1990's, I believe we have a unique opportunity to design an education system which truly reflects our cultural environment and which enables all northerners to face the future with confidence. To achieve this goal, we must build on the successes of this decade in such crucial areas as public control, support to parents and post-secondary expansion.

Since 1985 three divisional boards of education have been formed in the Baffin, Keewatin and Kitikmeot regions. These three divisions have achieved significant levels of local control and major issues affecting these school jurisdictions are now addressed at the regional level by publically elected trustees.

In terms of parental support, the first class of school-community counsellors graduated from a fourteen month training program in April, 1988. A new group of school-community counsellor trainees have begun studies at Arctic College's Nunatta campus in Iqaluit and will be working hard in the classroom, in the schools and in their home communities. With the assistance of these important members of our education team, student attendance will continue to improve.

These positions are an important link in our education partnership. The counsellors help foster better understanding about the school system, improve communications between schools and parents, help resolve student problems and focus community attention and awareness on the importance of education.

Post-secondary opportunities continue to increase. The Arctic College system has met one of its major goals this year by establishing another regional campus in Rankin Inlet to serve the Keewatin Region. Campuses now exist in Fort Smith, Inuvik, Iqaluit, Rankin Inlet and Yellowknife.

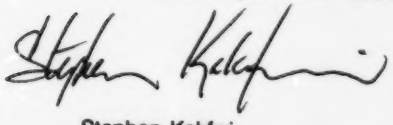
The first year general arts university program offered by the college is a major step towards enabling northerners to continue their post-secondary studies at home. Our success tomorrow relies on education today.

Having assessed what we have achieved, we must set a number of new directions for the next decade. I feel that we need an expanded vision of our school system - one which reinforces the cultural identity and builds on the experience which each student brings to the classroom. Within this culture-based school system, the aboriginal languages and cultures of the N.W.T. become an integral and essential component of the daily life of the school.

A great deal has been accomplished and much more can be achieved in the Northwest Territories to enable parents to understand their rights, roles and responsibilities. This is key to parents assuming their rightful place as full partners in the education process. Public control of education is important. To achieve this, the structure and content of education has to continue to be more flexible and community based so northerners can truly assume ownership.

I am confident that post-secondary and other training opportunities will continue to grow, however, we must ensure that northerners can take advantage of these in the years ahead. We all recognize that illiteracy is a major problem and, to this end, I am implementing a comprehensive literacy strategy for the Northwest Territories.

In conclusion, I believe we have matured as an education system and as a result, we are now in a better position to face the challenges ahead.



Stephen Kakfwi
Minister of Education

1 The Year in Review

1988 has been a good year for Education. 1989 looks even better. This is not to say we have overcome all problems, but that we have made considerable progress toward our goals. Our mandate is to offer people of the Northwest Territories opportunities for education and training, to build satisfying lives, strong communities and a prosperous society. We aren't there yet, but thanks to a lot of hardworking and dedicated people - students, parents, local education authority members and staff - we've made a noticeable difference.

First, to have an average school attendance of over 85 per cent for the Northwest Territories is a tremendous leap from the average of less than 80 per cent only a couple of years ago. This alone is an indication that schooling is very important to the vast majority of people.

This past year we had a record number of students graduate from grade twelve. Even more importantly, the number who enrolled in advanced programs, as compared to general programs, increased by about 17 per cent. We don't benefit from the impact yet, but in a few years, as 1988 graduates complete their post-secondary training, this increase will benefit all of us.

Post-secondary enrolment was up last year by almost 100 students and increased again in September 1988, to over 1,000 students. This is really a big step forward, especially when one notes that 86 out of the 100 student increase last year were native students. If we can keep this trend going the percentage of native people - Dene, Metis and Inuit - employed in the private and public sectors will soon be proportionately balanced compared to the population.

In terms of employment development, there has been steady growth in employment for northerners. Apprenticeship positions, for example, have increased from 300 apprentices in 1984, to 420 in 1988. This is an average increase of eight per cent per year. Some programs, like the Affirmative Action Inservice Training Program, have moved closer to its maximum advantage as most people with sufficient education are already employed or in training. Next year our focus has to turn to literacy training for adults to prepare them for training.

1988 has been a good year for employment, not only in terms of training, but also in job opportunities. The North Warning System, increased mining activity in Yellowknife, Neptune Resources, the land claims agreement-in-principle and increased regional government activity through growth and devolution are only a few major trends and activities. The future is bright.

As we move into 1989, several major challenges face us. 1990 is International Literacy Year. We have one of the highest English language illiteracy rates in the western world. Even though better school attendance and improved programming has and will continue to make a difference, we can't sit back and wait for everything to fit into place. 1989 will be our year to develop and pilot new initiatives in literacy that can become part of our regular programs in 1990. We have to be creative in rethinking early childhood education, regular and special programs, and adult education.

Literacy is not such a clearly defined concept in the North, as it is elsewhere in Canada. As we develop programs to make people literate in English, it is necessary to consider very carefully the balance that must be maintained between traditional culture and languages, and the necessary elements of a wage economy. The end must be a multicultural, multilingual society that is satisfying and prosperous for all Northwest Territories residents, whether they choose a traditional lifestyle, a "modern, western" lifestyle or a blend of the best of both. Most importantly, whatever lifestyle anyone chooses, it must be positive and worthy of pride and self-esteem. Too often in the past expectations placed on people have made their choice seem inadequate.

As has been done in the past, the role of the Department of Education will continue to be assessed and redefined. A growing Arctic College and two new Divisional Boards of Education, with more on the horizon, means that the Department's role is more indirect in delivery of education. Primary functions will increasingly be financing, monitoring, evaluation, curriculum development, and policy and legislation. Boards, at the regional and local level, will mean greater control and accountability for community residents.

The shift towards greater public control of education has already shown advantages in terms of attendance, enrolment and creative solutions to old problems. 1988 has been a good year. We can and will keep up to the momentum in 1989.

Joseph L. Handley
Deputy Minister

The Department

Schools Branch

CURRICULUM SERVICES

HEALTH

Health Education became a mandatory subject in September, 1987. At that time, the Department started to introduce a new NWT School Health Program. The first four units of the program are available in all schools for kindergarten to grade nine students. (Most schools have been using the kindergarten to grade six materials since last school year.)

There is a total of seven units in the program. The first four units include: ☐ Mental and Emotional Well-Being, ☐ Growth and Development, ☐ Family Life, ☐ Alcohol and Other Drugs.

The three remaining units, which are in the final stages of preparation, are: ☐ Nutrition, ☐ Dental Health, ☐ Safety and First Aid.

Before schools use the Family Life unit, parents must be informed and given the option to withdraw their child(ren) from the class, if they so desire.

ELEMENTARY SCIENCE

The following primary science language development units are scheduled for distribution to schools this year: ☐ Air and Air Pressure, ☐ Popcorn, ☐ Water, ☐ Sun, Moon and Shadows, ☐ Magnets.

This completes development, production and distribution of resource units for use with the Primary Science Program (1986).

MATHEMATICS K-9

Work is underway on correlating new textbooks for K-6 and the grade 7-9 levels. Once completed, recommendations will be made about which texts provide more "hands on" activities and are relevant to territorial needs.

JUNIOR HIGH SCIENCE 7-9

Copies of a new text, "Village Science", have been sent to each school. This resource was produced in Alaska and is quite appropriate to our needs and interests. Basic junior high physic concepts such as inertia, friction, force, gravity, pressure, etc., are dealt with in a unique way - by looking at the science associated with things like spark plugs, outboard motors, chainsaws, snowmobile clutch, steel runner sleds, snowshoes, airplane floats, guns, generators, speakers, cassettes and radios, etc. Extra copies are available from the Program Specialist for Sciences.

PHYSICAL EDUCATION 7-12

Teachers, HQ staff and interested stakeholder groups met in June '88 to make recommendations for the adaptation/enhancement of the grade 7-12 physical education program for NWT schools. Key recommendations involve inclusion of: ☐ traditional dance, ☐ traditional team games, ☐ traditional individual games, ☐ Dene/Metis/Inuit games, ☐ traditional outdoor pursuits.

Schools will use the Alberta grade 7-12 program in the interim. The developmental work associated with the NWT adaptation/enhancement is underway.

SCIENCE 15/25

Science 15/25 is an activity-oriented curriculum for students following the general diploma route through high school and who require instruction in science at both the grade 10 and 12 levels. Science 15/25 has recently been placed on the approved list of courses. It is an NWT-developed adaptation of a recent program from Alberta Education (Science 14/24). Science 15/25 can be offered for either 3 or 5 credits each. Topics include biology of ourselves, basic ecology, electricity, physics and chemistry in our daily lives, renewable and non-renewable resources, and construction science.

MATH 10/13

Two schools in the NWT are pilot-testing Math 10 and Math 13 this year. Results will be used to determine which textbooks to use and what modifications should be made to the new program, scheduled for implementation in the fall of 1989.

ELEMENTARY ENGLISH LANGUAGE ARTS

In the past year, the focus in Elementary English Language Arts has been on initial development of a new curriculum for kindergarten to grade six. After surveys to determine what was happening in classrooms across the Territories, and to determine needs perceived by teachers, much research was done into different approaches to teaching English Language Arts, into trends elsewhere, and into learning and teaching styles appropriate for Northern students.

The development of a Whole Language, Child Centred, integrated approach based on the premise that reading and writing develop similarly to listening and speaking skills, at rates unique to each individual. It follows that all strands of language (reading, writing, speaking, listening and viewing) should be integrated in meaningful, functional Language experiences).

Carving by Ruby Diamond,
Thomas Simpson
School, Fort Simpson, N.W.T. 1988

A first, general draft of curriculum has been put together. This will be reviewed by various committees and revised during the year.

During 1987, the English Language Arts Specialists worked to complete the Elementary Science Language Development Units. These combine teaching of science skills with vocabulary development and language skills, building students' knowledge of structures of English Language, as well as providing additional opportunities to use English for a variety of purposes.

Workshops on different aspects of English Language teaching were put on in various communities throughout the year.

PRACTICAL ARTS

Practical arts includes courses in industrial education, business education, home economics and vocational education. Courses are designed for exploration of the technologies and trades areas and to develop students' self-confidence, knowledge, talents and skills culminating in entry into a job or post-secondary institution for further education.

For many years the industrial/vocational needs of Northwest Territories students have been met through specialized vocational courses. These courses have fulfilled the purpose for which they were intended. Students no longer demonstrate a keen interest in vocational courses. Change is necessary.

INDUSTRIAL TECHNOLOGY

Regions have requested major changes in practical arts, particularly in specialized vocational education. Developing and pilot testing a more generic and diversified industrial technology curriculum is underway.

The new curriculum will be modular based. Each module will require approximately 25 hours of instruction/practice time and be equivalent to one high school credit. Schools may select 3, 4 or 5 modules to comprise a course for 3, 4 or 5 credits respectively.

The new Industrial Technology 15 course is being pilot tested in many schools in the NWT. Formal implementation will not take place until September 1989. Over the three years (1989-90, 90-91, 91-92) as Industrial Technology 15, 25, 35 is phased-in, general vocational preparation 15, automotives, carpentry, general mechanics 25, 35 and Alberta Industrial Education 10, 20, 30 will be phased out.

The curriculum is designed so that courses may be offered in all high schools of the Northwest Territories.

BUSINESS EDUCATION AND HOME ECONOMICS

High schools will continue to offer courses in business education and home economics based on Alberta curricula. Work is being done on the development of NWT curricula in home economics for junior high and in keyboarding for grades 4-9.

WORK EXPERIENCE

The curriculum guide for work experience has recently been revised. A logbook recording work experience and a new "Work Experience Contract" has been developed.

CURRICULUM REVIEW, DEVELOPMENT AND IMPLEMENTATION CYCLE

A Curriculum Advisory Committee will review curricula as they are developed and will provide advice and recommendations to the Minister of Education. A Subject Advisory Committee will review and assist in the actual developmental work of the curriculum services branch to develop and/or revise curricula.

ALTERNATIVE PROGRAMS

The following communities are presently involved in the Community Occupational Program (COP): Baker Lake, Gjoa Haven, Rankin Inlet, Fort Smith, Cape Dorset, Cambridge Bay, Fort Simpson, Iqaluit, Clyde River, Rae-Edzo, Pond Inlet, Coppermine, Hay River and Igloolik.

Senior Practical Programs (SPP) are being offered in Samuel Hearne High School in Inuvik and Sir John Franklin High School in Yellowknife. Both schools offer the Home Maintenance Program.

The Northwest Territories had two alternative programs. The Community Occupational Program (COP) and the Senior Practical Program (SPP) are designed for students who.

a) are 15 years of age and older,
b) are several years below the "expected" academic level,
c) are likely to drop out before reaching a grade ten level,
d) want to be in the programs,
e) have written parental consent.

The goals of both programs are:

a) to increase self direction and self esteem,
b) to develop employment skills and attitudes.

Both programs are divided into two components:

50% in-class - English, Mathematics, and Career and Life Management.
50% "hands-on" - work experience, and in-school shops.

The programs differ in the following ways:

COP	SPP
☐ no minimum academic level required for entry	☐ student should be functioning not more than 3 years below level
☐ hands-on component is strictly work experience	☐ hands-on component is in-school shops and work experience
☐ no specific job focus	☐ shops and work experience focus on job area only (eg. clerical)
☐ no special school facilities required	☐ extensive shop facilities required
☐ program offered in community schools which have grade nine	☐ program is offered at regional high schools
☐ program serves students from home community only	☐ program serves students from all feeder school communities
☐ students live at home	☐ students have to be mature enough to live in residence

ARTISTS IN SCHOOLS

The N.W.T. Artists in Schools program was launched as an initial pilot project in late 1987. Six territorial communities were identified to take part in the project, aimed to offer students opportunities to share, learn and grow through the arts. More Northern communities and schools are expected to take part in the program, as it grows to meet the needs of all students.

Initially sponsored by the NWT Department of Education, the program is designed to enhance current territorial fine arts curriculum and provide students with hands-on experience to meet and appreciate local, regional and national professional artists and craftsmen. Each school's annual budget currently includes funding for cultural activities and future funding for the program will be supported through those cultural dollars.

Communities and the schools have full control over deciding what they want to have in their Artists in Schools program. Although similar in many respects, each pilot project carried its own unique blueprint that best served the objectives of the program for that particular school and community.

So far, options have ranged from stage musical and dramatic presentations, ice and soapstone sculpture to traditional Northern printmaking, literary publications and filmmaking.

Various artists are in Northern schools all day, from two or three weeks at a time, sharing their expertise and enthusiasm with a variety of age groups. Students who never before had the opportunity to put their artistic talents to full use, explore many mediums.

A directory of Northern artists is constantly being updated and compiled by the Department of Education for the program. It will continue to provide a comprehensive list of all NWT artists, including tapestry weavers, dancers, writers and carvers, to name just a few.

In the program, results of student efforts are displayed, staged, published for their communities when each phase of their program is completed.

SOCIAL STUDIES

LAND CLAIM UNITS

Student and teacher resources on Land Claims and related topics are being developed under contract for use in grades 5-9. These materials will be piloted during the current school year and incorporated into the revised Social Studies curriculum the following year.

NORTHERN STUDIES

Preparation of a Northern Studies course for high school is a new initiative designed to ensure that the NWT's rich cultural and linguistic diversity as well as the history and heritage of its people is recognized and highlighted in the curriculum. Drawing on such programs as Dene Studies and Inuit Studies, the course will be aimed at all NWT high school students.

Changes proposed for the Social Studies curriculum at this time include:

- ☐ placing more emphasis on effective learning objectives - for example, attitudes, values, appreciation, pride, confidence - especially with respect to the NWT's cultural, linguistic and social heritage
- ☐ combining Social Studies and Civic Education into one integrated curriculum guide
- ☐ reviewing the scope and sequence of learning and specifying more clearly, for teachers, the content and skills to be taught in each grade, and
- ☐ ensuring a good fit between academic expectations and student intellectual, social and emotional growth and development.

ABORIGINAL LANGUAGES

The work of this division of Schools Branch continues to be a high priority for the Department of Education. Staff in the Schools Branch have recently completed a booklet entitled ***Education in the N.W.T.*** which outlines the direction for education in N.W.T. schools. The suggested approach emphasizes the importance of creating a culture based system which recognizes and reflects students' out-of-school experiences as part of the in-school program and the importance of involving parents in making decisions about their children's education. It also includes a revised curriculum development process which requires the involvement of aboriginal educators and public interest groups to ensure that curricula reflect northern cultures.

The Centres for Teaching and Learning which have been established in nine regional centres will carry out most of the program and materials development work for aboriginal language and culture programs. Almost all of the centres are fully staffed this year and program specialists are providing support to in-school instructors of aboriginal language and culture programs as well as working on materials production. Staff members will be attending university training

courses this year to improve their curriculum development skills so that they can assist with the development of elementary language arts curricula for Dene languages and Inuktitut.

To indicate the importance of aboriginal languages and cultures to the Government of the NWT and northerners, the Minister of Education announced a new course for all high school students which will review the historical cultures of aboriginal peoples in the Northwest Territories, discuss contemporary issues such as land claims and introduce students to one aboriginal language. This course will be implemented in 1990. In the meantime, high schools in the Eastern Arctic are introducing a course this year which teaches Inuktitut speaking grade ten students the literature and grammar of their language. This course will be extended to grades eleven and twelve in the future.

SCHOOL OPERATIONS

PRINCIPAL TRAINING

Northwest Territories principals upgraded their administrative and leadership skills during the second phase of the Northwest Territories principals' training program which was held in Toronto during the summer. Almost seventy principals and superintendents participated in the program which is leading to principal certification. Only New Brunswick and Ontario have similar required standards for principals.

The program was presented by staff from the Ontario Institute for Studies in Education along with experienced northern educators, who acted as workshop leaders with facilitators.

Principals were familiarized with recent developments in implementing new approaches and programs in schools. Emphasis was placed on the skills required to work in and with the special conditions which exist in many northern communities. Cross cultural education, aboriginal languages, school-community communication and program leadership were key components.

A third and final phase of the program is undertaken by principals this school year. As a concluding part of the program, they will carry out a special project in their school, putting into practice the skills gained from the previous sessions of the course.

SCHOOL COMMUNITY COUNSELLORS

Nine trainees graduated for the School Community Counsellor training program and were formally appointed to their Counsellor positions within their home communities in June 1988.

These counsellors completed a fourteen month training period which included both training sessions and on-the-job work experiences in their communities and schools.

Communities across the North requested a counsellor position to assist with improving communication between the school and community, assisting parents to help their children in their schooling, and to counsel young people with their school-related difficulties. Activities will result in improved attendance and thus ultimately better performance by the young people in school.

The course provided the trainees with information on communication skills, child development, counselling skills and an understanding of the provisions of the Education Act. During the on-the-job training experiences trainees had the opportunity to become involved in school routines, to work with the teaching staff and to visit parents and children in their homes and to help with any misunderstandings or problems.

All communities to which trainees had been assigned were very anxious to see the trainees complete the course so that they could be working in the community full time.

A second course began in October 1988 at which another fifteen trainees will begin their progress through the training program. This course is offered at the Nunatta Campus of Arctic College in Iqaluit.

DIVISIONAL BOARDS

April 1, 1988 saw the establishment of two additional divisional boards within the Northwest Territories. The Keewatin and Kitikmeot regions assumed their new responsibilities with the selection of elected boards to direct educational activities within their jurisdictions.

Divisional boards are granted additional powers and responsibilities under provisions in the Education Act which permits parents and community residents to provide direction for education in their community. This may include introduction of local programs, selection of teaching staff and greater control of education funding. Each divisional board is composed of one member from each of the education authorities in the communities represented by the board.

The first divisional board formed in the NWT was the Baffin Divisional Board, which assumed its responsibility in 1985 and has provided strong direction in Inuktitut language programs for Inuit students, as well as promoting a high standard of education for all students within the division.

Last year the former Minister of Education, Dennis Patterson, targeted 1990 for the establishment of divisional boards in all areas of the Northwest Territories not now served by an elected board. Current minister, Stephen Kakfwi is continuing this direction. The future will see new boards established in the Deh Cho, Sahtu, Inuvik, Dogrib and Slave Lake areas.

SPECIAL NEEDS

Territorial special needs students are integrated into regular classrooms in their home communities. The classroom teacher has the ultimate responsibility for the delivery of the Individual Educational Plan for each special needs student. School Teams, consisting of the principal, classroom teacher, special needs teacher, and the parent, plan long term goals and develop Individual Education Plans for each student. Direct support to the classroom teacher may include a special needs assistant, a computer, and other professional assistance.

Hearing impairment has been identified as one of the major special needs of students in the Northwest Territories. To accommodate these students, the Department is emphasizing education of parents, students, and educators in the importance and consistent use of hearing

aids and providing the program support required to assist with classroom integration. A Program Specialist in Deaf Education has been hired by the Department. She has completed a manual called "Hearing Lost, Hearing Gained" which is used in the schools. Other manuals on hearing loss are being prepared and will be distributed as they become available.

In September a Special Needs Profile was developed by a committee of Special Needs Consultants from each region, two representatives from the Superintendents group, Paul Begley from the Ontario Institute of Studies in Education and two representatives from the Special Needs Section of the Department of Education. This profile will be used by regions and schools to develop surveys about Special Needs Education in their own jurisdiction.

Speech and Hearing month is in May, and the second annual poster contest is planned for then. Last year's winning poster will be used to advertise this year's contest. All regional winning posters have been on display at the Department of Education's offices in Yellowknife.

Twenty-five teachers from several regions in the Territories attended a Whole Language course in Fort Smith last spring. The teachers set up a Whole Language Network so that problem solving and discussion on issues could continue throughout the school year. Another thirty-five teachers attended a second university course, The Education of Exceptional Children, in Yellowknife. The course introduces teachers to the Territorial mandate of mainstreaming students with special needs.

The integrating of student support systems into regular classes makes the Northwest Territories a leader in the area of Special Education in Canada.

Advanced Education

The Advanced Education Branch underwent a major transition in 1988 with the transfer of the Continuing Education Program in the Baffin, Kitikmeot and Keewatin regions to Arctic College. This transfer took place at the same time as divisional boards were established in these regions and is the first step towards placing the responsibility for the delivery of adult education programs within Arctic College which functions at arms length from government. This will ultimately free-up Advanced Education to monitor programs to ensure they meet the standards established by the Minister of Education for adult training programs.

PROGRAM DEVELOPMENT AND EVALUATION

Testing of the NWT Adult Basic Education Program continued throughout the year. 1988 represented a banner year in that all learning objectives were finalized and fully implemented across the Northwest Territories. The Branch implemented major components of the B.C. Adult Basic Education System to support learning objectives established for the NWT program. In the tourism sector, hospitality training and tourism awareness programs were developed along with big game outfitter and interpretive guide programs to supplement the existing guide training program which has been used for several years.

In the evaluation area, Advanced Education completed two major studies in 1988. The Heavy Equipment Operator Training Program, in operation since 1969, was evaluated along with the Public and Business Administration Program. Both programs are delivered at the Thebacha Campus of Arctic College and recommendations resulted in significant alterations to each program. Changes and enhancements to each program will be in place for the 1989/90 academic year.

STUDENT GRANTS AND LOANS

The NWT Student Loans and Grants Program has expanded dramatically since its inception in 1981 when 322 northern students were enrolled in post-secondary studies.

In 1988/89, 206 students were enrolled in technical institutions and 744 in universities for a total of 950. During the year, 345 native students received support from the Student Financial Assistance Fund.

Advanced Education continued administration of the University/College Entrance Preparation Program (UCEP) in 1988/89. A total of 25 native students enrolled in upgrading or college preparation programs.

A number of changes were made to the Student Financial Assistance Regulations for the 1988/89 school year. Students sponsored under the old regulations during the 1987/88 school year were grandfathered and allowed to retain the entitlement under the old regulations. All new students were subject to the new regulations.

The new regulations included a revised loan program which includes three categories of loans. The Primary Loan Program is available to students who have resided in the NWT for three years. One year of Primary Loans is available for every three years of NWT residence. Loans are eligible for forgiveness if students return to live in the Northwest Territories upon the successful completion of their programs.

A Secondary Loan Program is also available to students with three years residency who have exhausted their entitlement to Primary Loans. Loans are not forgivable under this program.

A Needs Assessed Loan is available to people who have resided in the NWT for one year. The loan is subject to a financial means test and must be repaid upon the completion of the program.

TEACHER CERTIFICATION

The Teacher Certification Board is empowered pursuant to the Education Act and its Regulations. The main function of the Board has been to safeguard certification standards in the NWT.

Every person hired to teach in Northwest Territories' schools must have a valid NWT teaching certificate.

Teaching certificates were first issued in the Territories in 1983. Teachers get an initial three-year interim certificate and then apply for a permanent teaching certificate.

As of October, 316 certificates had been issued in 1988.

NWT APPRENTICESHIP PROGRAM

The Apprenticeship Program continues to experience steady growth. The total number of apprentices at the end of 1988 was 431, an increase of 22 or 5% over 1987. All regions in the Territories recorded increases, with Yellowknife showing the largest due to continued construction activity in the capital city. Fifty-one percent of all apprentices are of native ancestry.

The total number of Journeyman certificates issued in 1988 was 126; of those 39 carried the Interprovincial Red Seal. Thirty-four apprentices graduated from the NWT Apprenticeship Program in 1988, 25 from the private sector and 9 from the Government of the NWT.

The Apprenticeship and Trade Certification Board recommended that the technical training for apprentices in Welding, Plumbing and Industrial Warehousing, normally purchased from Alberta and British Columbia institutions, be delivered through the Thebacha Campus of Arctic College. The Minister accepted the recommendation and starting in 1988 Welding and Industrial Warehousing apprentices will take all three levels of technical training, while Plumbers will take their first two levels, at the Thebacha Campus. Seventy percent of NWT apprentices now take their technical training in the North.

STAFF DEVELOPMENT AND TRAINING

The Government's In-Service Training Program continued to be extremely successful in introducing people to the public service. A total of 83 trainees were enrolled in the program in 1988 of which 74 were native. Seven trainees graduated during the year and were appointed to continuing positions within the public service.

A total of 576 employees applied to take in-house staff development courses, 525 of these employees actually attended, of which 490 completed their program. This equates to a 93% completion rate.

The Department of Education manages the Education Leave Program for the Government of the Northwest Territories, which provides assistance to attend post-secondary educational institutions. In 1988, 50 employees were approved for leave and 34 attended educational programs. Of this total, 23 were native and 11 non-native. During the course of the year a total of 9 staff members successfully completed the program and obtained either diplomas or degrees.

EMPLOYMENT DEVELOPMENT

The Government of the Northwest Territories continues to cooperate with Transport Canada to increase employment of northerners within Transport Canada and the transportation industry in general. Activities during the year focused on program development and the development of training plans for each airport within the Northwest Territories.

The Training-on-the-Job Program provides support to long-term northerners who have difficulty obtaining jobs due to lack of experience. A total of 108 trainees were supported for a period of one year during 1988. This included 92 native residents. Following the program, 58 of the trainees were employed and using skills they obtained through the program.

The Apprenticeship Assistance Program provides salary subsidies to small employers who are not in a position to employ apprentices within their own resources. The program provides for a declining scale of salary subsidies for northern apprentices. During 1988, a total of 68 apprentices were supported in the program, including 56 native residents.

The Employability Enhancement Agreement, a joint initiative of the territorial Departments of Social Services and Education and the Federal Departments of Employment and Immigration and National Health and Welfare continues to provide employment and training opportunities for long-term social assistance recipients. A total of $1.5 million was available for training and employment projects designed to increase employability of social assistance recipients. Forty northern residents benefited from the program during the year.

Directorate Support

POLICY, EVALUATION AND LEGISLATION

In September 1988, Cabinet approved a proposal to redraft the Education Act. The present Act was developed in the 1970s. Since that time the Act has been amended several times, largely in response to the recommendations of the Special Committee on Education.

The redraft will build on the successes of the present Act. The public will have the opportunity to examine discussion papers and to respond to questions in regards to the proposed changes. The draft legislation will be prepared and tabled at the Fall Session 1989.

Proposed amendments will give the Minister of Education the power to suspend or cancel teaching certificates according to regulation, and to authorize the presence of teacher interns in the classroom. Agencies such as the N.W.T.T.A. and the Teacher Certification Board are consulted in the drafting of such regulations.

Amendments to the Student Financial Assistance Regulations were finalized in August, 1988 and include several new stipulations and criteria.

The division will also be evaluating the Teacher Education Program and will be studying adult education and training programs in conjunction with Advanced Education.

MEDIA AND INFORMATION SERVICES

Educational television will probably be "on air" by September 1990 as part of a new northern channel.

Television Northern Canada (TVNC) will be the new channel and its programming will be produced by a consortium of all the native communications societies from Labrador to the Yukon, plus the governments of NWT and Yukon.

The Department of Education and Arctic College will be providing programs for TVNC as part of the total government's interest in broadcasting.

To begin the first few years of broadcasting there will probably be an hour and a half of educational television per day, ½ hour for elementary school, ½ hour for secondary school and ½ hour for adults, five days per week.

Producing television programs is expensive. It will take a number of years for the department to expand slowly and provide a full range of educational programming.

A public survey is taking place in a variety of communities in the NWT so that the Department can get an understanding of what kind of television programming people are interested in.

The Copyright Act of Canada is being completely rewritten, the first major changes in over 50 years.

Copyright law protects the creator of any writing, music, photographs, film, etc. from anyone else using it, and allows the creator to sell or give away that right to anyone who asks permission.

Teachers use a lot of other peoples' creations in their day-to-day work. If they have paid for a textbook or video or any other copyrighted material, that's OK, but if they photocopy anything or make a copy of a video, that is breaking the law, unless they have been given permission.

The revised Act will allow the setting up of cooperatives of authors or film and video makers. It is then expected that these cooperatives will make agreements with all the Departments of Education across Canada where, for an agreed fee, teachers may be allowed to make a small number of copies of copyrighted material for use in their classroom.

Half of the changes to the Copyright Act have been passed by Parliament. The remainder still have to go through several more stages of discussion before they become law.

The public information program of the Department of Education is being improved. When the Special Committee on Education presented its report to the Legislative Assembly, it wrote about the need for parents to know what is going on in the schools, and to know what alternatives are available for their children.

Because parents are responsible for the overall education of their children, they need all the information they can get. The objective of the Department is to make sure parents get this information from the Department, the Education Boards, and from the schools.

The establishment of divisional boards also means that more and more parents are becoming involved in managing the education programs in their communities. The more information they receive about issues and activities in education will mean they can make better, well-informed decisions.

Our teachers too, need all the information they can get. We often assume they know everything that is going on but if they are busy in the classroom they are not always able to keep up with everything else that is happening. The information program is designed to keep teachers, as well as parents, up-to-date.

CAPITAL CONSTRUCTION

The Department, in cooperation with Public Works and Highways, developed a standardized design for new and replacement schools. The design can be expanded from eight standard spaces (classrooms) to eighteen, depending on the needs. A gymnasium may be added when required.

During 1988, schools of standard design were finished and occupied in Fort Liard, Pond Inlet, Chesterfield Inlet, Rankin Inlet, Eskimo Point, and Gjoa Haven. Schools entering the construction phase are in Pangnirtung, Iqaluit, and Repulse Bay. Schools proceeding to design and tender are located in Tuktoyaktuk, Hall Beach, Baker Lake, Cape Dorset, Broughton Island, and Hay River.

Staff and community response has been most favorable regarding the schools now occupied. Improving the design and user functions, the Department will continue to implement its schools construction program using the standardized design wherever possible.

Iqaluit Campus, Arctic College occupies a new applied arts, library and administration building and a 26 unit dependent student residence commenced design. Minor capital improvements to meet code requirements were done at the Aurora Campus in Inuvik and Thebacha Campus in Fort Smith.

Boards and Regions

Rae Area

SCHOOLS

The Rae Schools were created as an autonomous area on April 1st, 1988 as a result of the decentralization of the Fort Smith Region. The Department of Education provides educational programs for 697 students in the five Dogrib communities of Detah, Lac La Martre, Rae-Edzo, Rae Lakes and Snare Lakes. The schools in the area have kindergarten to grade 9 programs while the Chief Jimmy Bruneau School also offers a Community Occupational Program (COP). All schools have integrated children with special needs into the regular classrooms and teachers have been given extra support through the use of special needs assistants. In Rae-Edzo a new Methods and Resource teacher in addition to the SNA's will provide program direction and support by coordinating the individual special needs programs for the school.

Great gains in attendance were made in Rae Lakes during 1988 with attendance jumping 20%. The increased attendance and enrolment justified an extra teacher and extensive renovations were made to the school to create a third classroom and an area for adult upgrading. The community of Detah is also receiving upgraded school quarters this year. Portable classrooms have been moved to the community from Yellowknife and are undergoing extensive renovations. Unfortunately, delays experienced in construction delayed opening the new school until the first week of October 1988.

The school in Snare Lakes received power in March of 1988. The advent of electricity for the school will also mean a change from woodstoves to boilers before the end of the year. The changes have been well received in the school where much less time and effort will need to be devoted to maintain the heat and lights.

The area education office moved from the government offices in Rae to the school residence in Edzo to join the Arctic College Teacher Education Program and the new Dogrib Language Centre. The residence complex will also house a Resource Centre which will handle a variety of print and A/V materials for the five area schools. As well a production centre is planned to allow for the creation of low cost school projects such as the Drumbeat, an area publication of student writing. The resource and production centre are planned to be operational by the end of 1988.

LANGUAGE AND CULTURE

The Dogrib Language Centre is now fully staffed and will take on a variety of projects. Major initiatives during this first year of operation will be a literacy course for adult speakers of Dogrib and a Kindergarten/Grade 1 program in Dogrib. The centre staff will also work closely with the Konawake cultural program at the Chief Jimmy Bruneau School on the integration of cultural content throughout the program areas in the school. Mezi Community School in Lac La Martre has continued its longstanding involvement in language programming and will work with language centre staff on the Kindergarten and grade one language program.

FUTURE PLANS

The decentralization of the Fort Smith region presages establishment of the Dogrib Divisional Board. Discussion about Divisional Boards has been active in the area since 1982 when the Special Report on Education recommended a Divisional Board of Education for the Dogrib communities. The years of discussion have resulted in a general consensus about the form of such an organization and it is agreed that the time has come to act.

Although the five communities share a cultural and linguistic unity, this has never been reflected in strong organizational ties among the schools and the LEAs. Consequently a major thrust for the coming year will be to develop a unity of purpose among the schools in the area and a common base of organization, programming and services.

Similarly the focus with LEA development will be to strengthen the local authorities through the promotion of policy development and the implementation of common administrative systems for each LEA through secretary-treasurer training. This major attempt to redirect the focus of schools and LEAs away from Yellowknife and Fort Smith and towards each other will serve as a basis for the implementation of a Divisional Board in the area in 1989.

Carving by Becky Moureau, Thomas Simpson School, Fort Simpson, N.W.T. 1988

Fort Simpson Area

SCHOOLS

The reorganization of the Fort Smith Region, which began in October 1987, continued this year. In April, with the beginning of the new fiscal year, the reorganization became complete allowing the Department to better service the educational needs of students in the seven communities in the area.

Educational programs are offered to over five hundred and fifty students in the Fort Simpson Area. The area is unique in that there are one-teacher schools in the settlements of Nahanni Butte, Trout Lake and Jean Marie River. The school in Fort Simpson is the largest in the area and the only one offering programs up to grade ten and a Community Occupational Program (COP). Students from the surrounding communities of Fort Providence, Fort Liard and Wrigley, along with those mentioned earlier, come to Fort Simpson to enrol in the grade ten and COP programs.

In order to broaden the educational experiences of the children in the area each school offered a number of extra-curricular activities. All Local Education Authorities in the seven communities assisted in organising and offering an on-the-land experience for the children. Elizabeth Ward School in Fort Providence was "Vancouver Bound" this year while the children in Trout Lake and those at Charles Yohin School in Nahanni Butte had the opportunity to visit Edmonton, Alberta. Chief Julian Yendo School in Wrigley, Acho Dene School in Fort Liard and Thomas Simpson School in Fort Simpson had students travelling to different communities to compete in a variety of indoor and outdoor sports.

To promote academic pursuits, health fairs were held in Jean Marie River and Fort Liard with science fairs in Fort Simpson and Nahanni Butte. The school in Fort Simpson had the opportunity to pilot an Artist in Schools project which was very successful and created a great deal of interest in the visual and performing arts.

The opening of Acho Dene School was an important event in Fort Liard last February. The much needed facility houses a community gymnasium which is used by the community on a daily basis. Another new initiative was undertaken to offer an outpost camp at Kakisa Lake. Correspondence programs from grade one to grade ten are available to students and adults along with the support from a teacher living at Kakisa Lake.

RESIDENCE

Due to concerns for the safety of children it became necessary to close the student residence in Fort Simpson at the end of the school year in June. To ensure that educational opportunities remained open to children in the area, homes were identified which were willing to board children while they attend school. At the beginning of the current school year, a total of thirty-one children were home boarded, twenty-four of which were in Fort Simpson. Both families and students involved in this new initiative are quite supportive about the positive effects on all aspects of the development of the children.

CENTRE FOR TEACHING AND LEARNING

The Centre employs two Slavey language specialists, a curriculum specialist and a co-ordinator for the Arctic College Teacher Education Program. Work on developing curriculum for the Slavey language has begun while the teachers-in-training are working towards teacher certification with the first graduates expected in 1990.

The standardization of the Slavey language is continuing this year. When complete more printed material will be available to the schools in the area.

LEA DEVELOPMENT

In February and September LEA chairpersons and delegates met in Fort Simpson to discuss common concerns and explore the possibility of moving towards a Divisional Board of Education. Resource people were available to help in the development of both the secretary treasurer and the committees. The Minister and Deputy Minister of Education were able to attend the fall session and were able to offer encouragement and support in the area of Board development. Delegates were both challenged and anxious to explore the possibility of moving towards a Divisional Board and look forward to future meetings to discuss the matter further.

Fort Smith Area

SCHOOLS

The area is made up of five communities that offer K to 9 school programs. In Fort Smith and Hay River, grade 10 to 12 and Community Occupation Programs are also offered. The high schools are both operated on a semester system to facilitate student transfers while accommodating the needs of the students. Core subjects are emphasized in all schools to prepare the students for secondary and post secondary courses. Community Occupation Programs in both high schools are available to meet the needs of students who choose to pursue a career that does not require a high degree of academic achievement.

The new Health Program, the Whole Language Approach, the Special Needs Directive, the Social Studies 13 Program and the Language Arts Programs were stressed throughout the past year. This involved workshops to assist in staff development, public presentations in the communities and training for teachers. Implementation of the programs has been continuous with good results supported by each staff and community member.

Five schools maintain a full-time Special Needs Teacher who complements the Teacher Consultants to ensure that students are challenged and performing at their highest potential.

Graduation ceremonies at the three high schools honoured a total of 57 students. Matonabbee High School in Pine Point contributed a total of six graduates as the enrolment was drastically reduced during its last year of operation.

In late June both Matonabbee High School and Galena Heights Elementary School in Pine Point closed their doors permanently when the town officially ceased to exist as a result of the mine closure.

There has been no significant increase in the student population throughout the region. The closure of the Pine Point School reduced the student population by 150 students leaving a population of approximately 1,500 when classes resumed in September 1988. Attendance remains high in the larger communities while the smaller communities continue to improve steadily.

The gymnasium added to the Hay River Reserve School has been a welcome addition for community activities. Major renovations have been completed in Diamond Jenness Secondary School in Hay River to make all parts of the school accessible to handicapped people. Deninoo School in Fort Resolution has received a major roof retro-fit and a general face-lift to the exterior walls while Joseph Burr Tyrrell school in Fort Smith awaits changes throughout the school planned for the current year that will allow handicapped students to have access to all areas of the school.

The Local Education Authorities in the five communities have agreed to a process to study Divisional Board status in an attempt to reach a consensus that would be agreeable to the South Slave Communities in the future.

ADVANCED EDUCATION

Unlike the schools activity which has now been divided into three distinct areas, Advanced Education has remained as a single unit incorporating all three.

One area of marked activity within Advanced Education was the newly established Housing Assistance Training Program. Trainees received training on a total of 59 units in 16 communities across the region.

The Apprenticeship Assistance Program, now in its second year, continues to be well received with a total of ten apprentices receiving assistance in a wide variety of trades.

The Training-on-the-Job Program experienced an increased interest from the private sector over last year, and requests for training assistance exceeded the allocated funding. The training opportunities supported by this program embrace a wide variety of occupations including: advertising sales, by-law officer, and office manager.

The Adult Basic Education Programs have continued to be a very important feature of advanced education. While the need for the grade seven to ten programs is constant, the requirements for low level literacy programs is increasing.

Inuvik Region

The Department provides programs and services to a diverse population in the Inuvik Region. Of the total population of 8400, 31 percent are Dene (mainly Loucheux and Slavey), 28 percent are Inuvialuit, 7 percent are Metis and 34 percent are of other ethnic backgrounds.

SCHOOLS

With the opening of a classroom in Colville Lake in September, 12 community schools now offer K-9 programs. Grade 10-12 programs are offered in Inuvik and are accessible to all students in the region. At the beginning of the 1988-89 school year, total enrolment in the region stood at 1768; this represents a small increase over last year.

In the past, Colville Lake students attended school in Fort Good Hope and lived in a cottage hostel. Parents found this arrangement unsatisfactory and a classroom was opened in the community in September. For the time being, students are using the attractive new community hall as their classroom. Sixteen students are enrolled and are attending regularly. Parents and students have indicated that they are extremely pleased to have a school in their home community.

School programs continue to stress two areas: a strong academic core and a sound cultural program that promotes personal development and family links.

The overall school program was strengthened by the introduction of several new programs and approaches. Implementation of the new NWT Health Program was started for all K-9 students, and indications are that the program is being well received by students, teachers and parents. Teachers have attended in-service sessions on the new grade 7-9 Language Arts Program and have started using the program with their students. Implementation of the Special Needs Program continued, with either full time or half-time special needs teachers being placed in nine schools. Emphasis on whole language teaching continued; attention was focused on grade 4-6 teachers and will shift to grade 7-9 teachers in 1989.

Due to continuing low enrolments, the vocational courses in automotives and carpentry at Samuel Hearne Secondary School were dropped. However the Senior Practical Program (SPP) in home maintenance continues to operate successfully and produced its second group of graduates. The need for a second Senior Practical Program, which would be more attractive to girls, is being reviewed for possible implementation in 1989. A pilot, junior high upgrading program was introduced at Samuel Hearne in September. It is aimed at students 15-17 years of age who have fallen behind in their studies but have the potential of completing, in one year, the requirements to enter grade ten.

Inuvik Regional candidates in the School/Community Counsellor Training Program completed their training last spring and began working as school counsellors in their home communities (Fort Franklin, Fort Good Hope, Aklavik and Tuktoyaktuk). Two other communities - Fort McPherson and Inuvik - were selected to enrol trainees in the current round of training. As a result of the efforts of school counsellors, school staffs, LEAs and parents, school attendance continues to improve. The most impressive gains occurred at Mangilaluk School in Tuktoyaktuk. The number of non-attenders has been reduced to 4 from 22 and attendance has increased by about 20 percent.

All new teaching staff participated in a two day cross cultural and program orientation in August. The Principals' Training Program continued, with principals attending a two week session in Toronto in July and a final week in Inuvik in November.

Aboriginal second language programs in the region are beginning to receive additional support and materials from the language centres in Fort Franklin (Slavey) and Inuvik (Inuvialuktun).

A joint project involving the Arctic Institute, Fort McPherson and the Department of Education is underway in Fort McPherson. Its purpose is to train cultural instructors and to produce cultural programs that can be used in Chief Julius School in Fort McPherson.

Chief Tselihye School in Fort Good Hope was this region's pilot school for the Artists in School Program. Students produced a variety of attractive work as a result of working with outstanding artists in the fields of oil painting, silk screening, writing, carving and weaving. The visit of the Toronto Symphony to Inuvik in 1987 has spawned the Strings Across The Sky project; as a result, young people in Fort McPherson, Aklavik and Inuvik are learning to play the violin or fiddle.

RESIDENCES

With the opening of a school in Colville Lake, the twelve-student cottage hostel in Fort Good Hope has been closed. Grollier Hall is now the only residence operating in the region. It accommodates students from the region who attend grades 10-12 at Samuel Hearne Secondary School and has a capacity of 120.

Tryaction Management completed their first year as managers of the residence in June. On the recommendation of IREC, their contract has been extended to June, 1990.

A number of new programs and practices have been introduced at the residence in order

to provide more social, cultural and athletic activities for students and also to provide more counselling and help to students in need.

EDUCATION AUTHORITIES

Over the past two years, the Inuvik Regional Education Committee (IREC) has led the way in promoting the establishment of divisional boards.

This year, these efforts came to fruition. LEAs in the Sahtu (Great Bear) area have petitioned to form a Sahtu Divisional Board. A training program was worked out in September, and the board will be established on April 1, 1989.

LEAs in the Beaufort/Delta area are also moving toward the formation of a board. They too have set out a training plan and, if agreement can be reached on the number of board members that each community will have, a Divisional Board will come into being on April 1, 1989.

The Grollier Hall Management Board was fully established in March. This board has been delegated by IREC to develop policy for Grollier Hall and to advise the contractor and the Department of Education on the operation of the residence.

ADVANCED EDUCATION

Advanced Education in the Inuvik Region has continued to offer a wide variety of programs to residents ranging from tutoring individuals wishing to learn to read to offering full time classes to students wishing to attain a higher grade level in order to qualify for employment or further training.

This wide range of needs requires a flexible, multi-faceted approach so as to promote lifelong learning for adults in order to satisfy changing learning needs and to help ensure social and economic independence.

This spring, ninety-nine students completed the upgrading program (PVT) offered in seven communities with an average grade increase of 1.3 grades. With PVT commencing again this fall, some communities, such as Fort McPherson, had over forty students applying for eight training spaces in a PVT course. Over three hundred residents of the region participated in night school programs. There is a surge of interest in education and training by adults in the region.

Thirty-six residents of the region wrote the General Equivalency exam with twenty-three achieving the grade twelve level. The highest NWT score on the GED was achieved by an Inuvik resident.

In order to meet the demands of residents wishing to qualify for trades training, special tutorial sessions have been offered. Sixteen students participated in this specialized program. A science program was also developed and introduced this year to help adults qualify for trades training and to broaden the curriculum of the PVT program.

There are nine apprentices registered with the Government of the NWT, fifty-three are with the private sector and an additional sixty-three have applied for trade certification. Twenty-four residents were assisted with funding either as apprentices or through training-on-the-job.

This multi-faceted approach to education for adults includes career counselling and guidance from a number of sources including community employment officers and adult educators.

The Department works closely with various agencies including the Aurora Campus of Arctic College and CEIC. As an indication of the interest in education, one hundred and seventy-seven applications were approved in the region for post-secondary education with a majority of these applications coming from native northerners.

Kitikmeot Divisional Board of Education

OARD AND COMMUNITY EDUCATION COUNCIL (CEC) DEVELOPMENT

On April 1, 1988, the Kitikmeot Regional Education Council became the Kitikmeot Board of Education. Many of the members who serve on our first divisional board have worked towards reaching this goal for the past several years; however, all members are very proud to be a part of this achievement.

The primary function of the divisional board is to establish policy governing the delivery of education programs in the Kitikmeot Region and to maintain a staff that can implement these policies. To this end, the Board continues to fine-tune its goals and to work on the development of relevant education policy for the Kitikmeot. Presently, a Philosophy Statement is in the process of being developed which will complement the existing goals set by the Board and provide a clear statement of the Board's view of the nature of education.

Two of the major goals set by the Kitikmeot Board of Education focus on the issue of high school programs for Kitikmeot students. At the moment, approximately 60 Kitikmeot students attend high school in Yellowknife each year. The Board maintains direct contact with Sir John Franklin High School and Akaitcho Hall in an effort to help improve A) the programs offered by the high school and B) the related support services offered by both the school and the residence, for our students.

We have experienced some success in this area already; for example, in order to place more regional students in the Advanced Diploma Program, the high school has set up a small class (limited to 15 students) that will deliver the courses over a full year rather than in just one semester. In this manner, more Kitikmeot students will have a solid opportunity to attempt and complete the Advanced Diploma courses and then go on to further their education at the university or college level.

The second related goal directly addresses the need for a high school in our region. The Kitikmeot is the only region in the NWT that does not have a high school, or operate a community high school class. The Board feels establishment of a high school is essential if it is going to meet the long-term educational needs of its students.

Board members will continue to participate in training events, both at the community and regional levels, in an ongoing effort to improve the operation of their Community Education Councils and the Board itself. Training is provided during Board meetings and at special training events in communities by both Board Office staff and, on occasion, consultants.

The Board is also actively involved in helping to establish a NWT Trustees' Association which is expected to be an excellent training and information resource in the future for all education boards in the NWT. It is hoped that the first meeting of the NWT Trustees' Association will be held within the coming year.

In order to provide more effective services to the Education Councils and improved administrative support services for schools, the position of Community Education Secretary has been created and is now operational in every Kitikmeot community. This position serves both the Council and the School Principal and, because of its nature, a close working relationship between the Councils and the schools is essential. It is the hope of the Board that its existence will foster an increased level of cooperation and joint planning between school staffs and the Councils.

SCHOOLS

There are six schools in the Kitikmeot Region, each of which offers a full scope of kindergarten to grade nine programs. In addition to the four core subjects of Language, Mathematics, Science and Social Studies - coursework and enrichment activities in the areas of Health, Art, Physical Education, Home Economics and Industrial Arts are offered by most schools. The six schools in the region are: **1.** Ilihakvik School - Cambridge Bay, **2.** Kugluktuk School - Coppermine, **3.** Quqshuun Ilihakvik Centre - Gjoa Haven, **4.** Helen Kalvak School - Holman, **5.** Kugaardjuq School - Pelly Bay, and **6.** Netsilik School - Spence Bay.

In addition to the above six schools, there is a seventh school in Bay Chimo. This is an outpost school which offers K-3 programs serving both Bay Chimo and Bathurst Inlet and it has been operated by the region for the past several years. The Bay Chimo school functions under the jurisdiction of the Cambridge Bay Community Education Council.

One of the major objectives of the Kitikmeot Board of Education is to improve the present K-9 programs offered in the region to A) enable more students to enter high school programs and B) facilitate the successful transfer of our students into any community. In order to achieve this objective, the Board has determined that:

- learning must be student-centered;
- we require the "best possible teachers for our students"; and
- the development of sound language skills (both English and Inuktitut) is the key requirement for student achievement.

To this end, the Board Office initiated a strong, region-wide effort to improve language instruction in all our schools. A key component of that effort has been the formation of a regional Language Committee. The Language Committee has now met twice (April/88 and

September/88) and has developed some important philosophical and practical directions for the Board to consider and implement. The Board is excited about the results thus far and plans to continue to support the work of the committee.

The Language Committee will not simply concern itself with English Language matters but focuses on native language development and instruction as well. To help accomplish this, the regional Teaching and Learning Centre staff member serves on the Language Committee. To further the important work going on in the Inuktitut area, our Board plans to have a second staff member working in this area in the near future. This new staff member will work to develop programs and materials suitable for the eastern Kitikmeot dialects and orthography - this person also will serve on the Language Committee. The existence of the Teaching and Learning Centre positions have enhanced interest in the teaching of Inuktitut across the region and, in addition, has increased the Board's ability to provide support to native language teachers across the region.

The region continues to move towards quality bilingual education for all students. Inuktitut Language courses are offered in all schools. These native language courses are taught as subjects in Kitikmeot schools except for Pelly Bay and Gjoa Haven, where Inuktitut is the language of instruction in a number of primary classes.

The region has an incidence of Level One students (students whose special needs require the assistance of a support person to work directly with them) higher than any other region in the NWT. Efforts in the Special Needs area continue to receive a high priority. The Board has placed Program Support Teachers and Special Needs Assistants throughout the region to assist with implementation of the Special Needs Directive in schools. Without the support of these individuals, it would be much more difficult for regular classroom teachers to mainstream some students. The Board also continues to provide training for, and support to the professional development of, all our special education personnel.

Community Occupational Programs (COP) continue to operate in Cambridge Bay, Coppermine and Gjoa Haven as alternates to the regular Junior High programs. COP has been quite successful in the regions with many graduates either finding employment or taking further training following completion of their coursework.

In addition, an 'Artists in the School' program was offered in the community of Holman this past year. The course was a pilot designed to enhance existing course offerings and was very successful according to the community and the school. It is hoped that a similar program can be funded in other Kitikmeot communities this school year.

During the past school year, student attendance for the region improved slightly in both the Kindergarten and the grades 1-9 programs. Kindergarten attendance was up by .6% and grades 1-9 attendance was up by 1.9%. Overall attendance in the grades 1-9 programs was 82.4% for the year. Although these figures represent only a minor improvement over 1986-87, they do represent a considerable improvement over previous years; however, additional improvement will be strived for this year. Education Councils, school staffs, parents and children themselves are to be congratulated for the attendance improvements that we have experienced over the past school year.

For 1988-89, the Board has set a student attendance goal of 90% and it appears that several schools have an excellent chance of meeting that goal. This year the Board plans to specifically focus on A) reducing its number of non-attenders and B) improving student punctuality.

ADVANCED EDUCATION/ARCTIC COLLEGE

Effective September/88, the regional Advanced Education Division split away from the Divisional Board. The Adult Educators now are under the jurisdiction of the Arctic College while the Advanced Education Staff will continue to work out of Cambridge Bay. The Kitikmeot Board of Education plans to continue to work closely with the regional College staff. Joint planning will continue in several areas including planning for use of shared resources, such as program facilities.

Education Councils will continue to maintain close links with the college operation as it is anticipated that the CEC's will be responsible for A) monitoring community adult education programs and B) directly placing the materials and supplies orders for Adult Educators.

Keewatin Divisional Board of Education

The Keewatin Regional Education Authority officially became the ***Keewatin Divisional Board of Education*** on April 1, 1988. Their proclamation meeting was held on April 9, 1988 in Baker Lake. The board consists of seven members. The chairperson is selected each year during the first session of the board.

The Divisional Board meets three times a year and the Executive Committee meets as required in a different Keewatin community each time. In 1988 K.R.E.A. met in Coral Harbour in March. K.D.B.E. met in Baker Lake (April), Chesterfield Inlet (August) and Whale Cove (November).

The Divisional Board is responsible for the Administration and Management of all the schools in the Keewatin Region in accordance with the Education Act. The Board developed policies and procedures to define the operation of the K-12 education programs and the student residence in the Education Division.

Two new positions have been created after the formation of the Divisional Board. The comptroller started in the spring of 1988, and a second Clerk Typist was hired in the latter part of 1988. The grade eleven program in Eskimo Point was approved for funding, from money raised by the Divisional Board.

The Divisional Board has an operating budget of 2.8 million dollars under its direct control and indirectly 7.2 million dollars in personnel costs. It employs over 150 people in its 7 schools and at its Divisional Board Office (Baker Lake), Teaching and Learning/ Resource Centre (Rankin Inlet) and the Student Residence (Rankin Inlet).

The Community Education Council is the elected decision-making body on education matters at the community level. Its major responsibilities include: reviewing all reports and plans from the Principal, the Adult Educator and the Divisional Board; advising the Divisional Board on staff selection; managing funds allocated to the Community Education Council from the Divisional Board; maintaining records of all meetings; and appointing a member to the Divisional Board.

The Community Education Councils vary in size from seven to nine members depending on the status held previous to the Divisional Board. All the communities, except Chesterfield Inlet and Whale Cove, receive their funding at the "Society" status level.

Some CECs faced the problem of attracting committed employees to the position of Secretary-Treasurer. Rankin Inlet and Chesterfield Inlet have each hired new Secretary-Treasurers in 1988.

CULTURE AND LANGUAGES

The Teaching and Learning Centre in the Keewatin is staffed by two bilingual Inuit employees (February 1988).

The Language Centre is located in Rankin Inlet and is housed with the Resource Centre (August 1988).

The Divisional Board and the Community Education Councils are determining/ revising policies on language/language of instruction at the community level.

The Divisional Board is looking at the training of bilingual native teachers through a community based education program and the Divisional Board has requested that Arctic College/E.A.T.E.P. establish at least the first year courses in the Keewatin.

EQUAL ACCESS TO EDUCATIONAL OPPORTUNITIES

1988 was another year of growth for education in the Keewatin. For the first time, Keewatin students were able to complete their grade twelve in the region. Twelve students, and their proud parents, attended graduation ceremonies in Rankin over the May long weekend. Eight of these graduating students are currently pursuing their education at the post-secondary level.

New schools were opened in Eskimo Point, Chesterfield Inlet and Rankin Inlet. Grade extensions were granted to Baker Lake (Grade 10), and Eskimo Point (Grade 11). This practice has led to more young people continuing in their education, and attendance in these high school programs remains at ninety-five percent. Regional yearly attendance averaged over 85% for all seven schools. To assist schools in continuing to improve attendance, the Divisional Board has instituted an Attendance Awards Program to coincide with the Department of Education's Perfect Attendance Awards. Individual schools determine the criteria for these awards, so that schools with lower attendance can set realistic, and achievable goals as an added incentive to students.

The former Keewatin Education Centre, in Rankin Inlet, has now been amalgamated with Maani Ulujuk School and is under one administration. Students at last year's Keewatin Education Centre wrote Alberta Departmental exams for the first time. The results were positive and encouraging, particularly in the English 30/33 exams, and Social Studies. The science and math exams proved to be difficult for the students.

Located in Rankin Inlet, Kivalliq Hall continues to offer accommodation for students whose communities do not offer high school programs. The new addition has been completed and offers accommodation to adults enrolled in Arctic College programs.

The Special Needs Directives continue to be a focal point for schools as the Divisional Board

strives for full implementation. To assist in monitoring these programs, the Divisional Board has employed a full-time special needs consultant. Over one hundred students are directly assisted by this program. Community Occupational Programs exist in Rankin Inlet and Baker Lake. The spring of 1988 realized the first graduates of this two year program. Currently, both programs are in their second offering and enrolment is full.

Schools are serviced by three program consultants from the Divisional Board Offices in Baker Lake. The consultants are responsible for special needs, and core and complementary subjects in grades K-6, and 6-12. 1988 also saw the opening of the Teaching and Learning Centre in Rankin Inlet.

Two full-time graduates of the Teacher Education Program will be responsible for the development of Inuktitut Language programs congruent with Divisional Board policy.

The Divisional Board staff continues to perform school reviews on a three year cycle. Chesterfield Inlet and Rankin Inlet are scheduled for school reviews in the fall of 1988. Schools that were reviewed last year continue to devise action plans to improve the school based on the recommendations in the review.

Plans for the Keewatin Divisional Board Bi-annual Education Conference are firm. The school and staff in Eskimo Point have agreed to host the three day session (February 1989) and have been busy preparing. The conference will have a whole language theme with key-note speaker Orin Cochrane setting the tone.

EMPLOYMENT DEVELOPMENT

The Employment Development Section, Advanced Education, main activities for 1988 have centred around the delivery of employment development and support programs. The primary objective is to increase participation levels of northern residents in employment opportunities in the region.

During 1988 the Keewatin Regional Training Advisory Committee, with the assistance of Advanced Education, produced a strategy for Human Resource Development in the region. This strategy lays out a plan for providing assistance to regional residents so that they can take full advantage of employment and training opportunities occurring in the NWT.

Construction is a major activity in the Keewatin. Employment Development has been active in referring residents to potential job opportunities. Referrals have been done with the assistance of G.L.O.'s. Initial figures for 1988 show that participation is improving over previous years.

The total job creation and job training funds will be in the area of $1.2 million. Advanced Education Training-on-the-Job Program provided assistance to 8 employers for the training of 13 workers.

Employment Development worked with the NWTHC to deliver the H.A.P. Training Program in all Keewatin Communities. Twenty-nine Keewatin residents received training in H.A.P. construction.

A regional Career Fair was planned for all Keewatin communities but due to weather problems could only be delivered in five communities.

Special Employment Support projects were initiated by Employment Development for the construction of the new school in Repulse Bay and for the Forward Operations Location airstrip in Rankin Inlet. Action plans were developed for these activities.

Twelve mineral exploration companies were active in the Keewatin during 1988. These activities centred on gold, uranium and platinum. Over 35 Keewatin residents were able to locate seasonal work with the various companies. Two or three of the companies will be making mine development decisions during 1989.

A project aimed at improving the literacy of adults through Computer Assisted Learning is managed by Advanced Education Staff on behalf of local education authorities in the region. The second year of the project included contracting for the development of a special computerized Inuktitut Grammar course to complement the English language training that is available.

APPRENTICESHIP AND IN-SERVICE TRAINING

Eight In-service Apprentice positions are currently funded by the GNWT in the region. Nine apprentices received their journeyman certificates during 1988. Another 14 individuals have completed sufficient trade experience as heavy equipment operators to qualify for testing for journeyman certificates.

Scheduled for technical training this school year are: 25 Housing Maintainers working with Hamlets and Housing Associations; 4 oil burner mechanics, 3 heavy duty equipment mechanics, 2 carpenters, an electrician, an aircraft maintenance engineer, and an industrial warehouseman, working for Housing Associations and private industry.

Fourteen in-service training positions have been allocated to the Keewatin. During 1988 two trainees received direct appointments to their target positions. Nine government departments participate in the in-service training program in this region, including trainees in the area of social work, adult education, municipal government, administration, and resource centre management. Several training plans are under development for staffing in 1988-89.

The Baffin Divisional Board of Education

The Baffin Divisional Board of Education is now in its fourth year of operation and is continuing to build a high quality, bilingual education system from kindergarten to grade twelve. The Board presently serves three thousand one hundred and ninety-eight students in sixteen schools. One hundred and sixty-nine teachers, forty-seven Classroom Assistants, ten Program Support Teachers and sixteen Special Needs Assistants work in Baffin schools delivering programs to students. Thirty-two of the teachers are bilingual graduates of the Eastern Arctic Teacher Education Program. The members of the Baffin Divisional Board of Education feel the school system reflects their priorities and consequently the priorities of the people of the Baffin Region.

EDUCATION COUNCIL DEVELOPMENT

The ongoing development of Education Councils is seen as a major goal for the Baffin Divisional Board of Education. The Board provides ongoing training in specific areas such as the Education Act, bilingual education and other educational issues in order to provide the information they need to make decisions relating to the schools. The Education Council Development Officer travels to communities to provide support and direction to Office Managers and Education Councils.

TEACHING AND LEARNING CENTRE

The development of a bilingual school program from Kindergarten to Grade Nine has been a major focus for the staff of the Teaching and Learning Centre during its first year of operation. The program, entitled "Piniaqtavut", is based on Inuit culture and stresses northern content. The Centre is also developing literature in Inuktitut. Thirty-seven books were published during the year and fifty-four more are presently in production and will be published shortly. These books are colourful, attractive and promote development of literacy in Inuktitut. Many writers, artists and illustrators from the communities contribute books and materials to the Teaching and Learning Centre.

The Teaching and Learning Centre is amalgamated with the Resource Centre to provide resources in both Inuktitut, E.S.L. and other subject areas to Baffin schools.

INUKTITUT AND CULTURAL PROGRAMS

The B.D.B.E. is increasing use of Inuktitut in all aspects of programs in schools and is encouraging teachers to provide culturally relevant learning experiences within the regular school programs on a daily basis. An Inuktitut Program Consultant works with schools to provide support to classroom teachers and cultural and language instructors. At the present time there are thirty-two Inuit teachers working for the Baffin Divisional Board of Education. These teachers provide support to Inuktitut and culturally based programs at all grade levels in schools. In addition, nineteen teachers from B.D.B.E. schools completed an Inuktitut Course during August 1988. The Board believes it is important that all teachers in Baffin schools improve their skills in Inuktitut and hopes to provide more opportunities to encourage teachers to become bilingual.

HIGH SCHOOL EDUCATION

This year a grade ten program in Sanikiluaq was added to those in Arctic Bay, Clyde River and Igloolik. Grade ten and eleven programs are now offered in Pond Inlet while Pangnirtung and the Gordon Robertson Education Centre offer programs to the grade twelve level. The Board employs a High School Consultant who travels to schools supporting teachers with their programs. Initiatives include the very successful Drama Summer School offered in Iqaluit in which nineteen students from across the Division gained high school credits for a Drama 10 course and the sharing of resources and evaluation between schools. In addition a newsletter, "Suvaguuq", promotes dialogue between high school teachers.

Seventy-six students presently attend the Ukiivik Residence in Iqaluit.

SPECIAL NEEDS EDUCATION

Program Support Teachers now work in fourteen Baffin Schools and School Teams are meeting each week to discuss the needs of students and assist classroom teachers with the development of programs. Special Needs Assistants are assigned to classrooms in which Level One students are placed and work with the teacher to provide individualized programs. A Special Needs Program Consultant offers support to Principals and Program Support Teachers in Baffin Schools. A newsletter, "Specially for You", shares information between Program Support Teachers in the Division.

ALTERNATIVE AND JUNIOR HIGH PROGRAMS

The Community Occupational Program is offered in Cape Dorset, Clyde River, G.R.E.C. and Igloolik. The Terry Fox Program, developed by the B.D.B.E. at G.R.E.C., which stresses the development of citizenship for students between the ages of thirteen and fifteen is now also offered in Lake Harbour and Broughton Island. A Program Consultant who works with both Junior High and Alternative Program teachers travels to schools in the Division to offer support and encouragement.

SPECIAL PROJECTS

Board priorities include the following initiatives:

THE BAFFIN WRITERS' PROJECT - This project promotes writing for both students and members of the public through workshops conducted on a regular basis by professional Canadian authors in the communities of Igloolik, Clyde River, Pond Inlet and Cape Dorset.

WRITING FOLDERS - The B.D.B.E. is strongly encouraging the use of writing folders in schools.

SCIENCE FAIRS - A Regional Science Fair takes place on an annual basis to encourage active involvement of students in projects relating to science.

DRAMA IN SCHOOLS - Drama clubs in schools are actively encouraged in the Division.

SALE OF INUKTITUT BOOKS IN COMMUNITIES - Many Baffin schools sell Inuktitut books to members of their communities.

The school system in the Baffin Region operates within the cultural context of the Inuit. Consequently its programs and practices increasingly reflect that culture. The Board feels that it is making significant progress towards achieving the goals outlined in "Our Future is Now".

Yellowknife Education District No. 1

This independently elected seven member Board administers three elementary schools and one junior high school. The schools provide a public education from kindergarten to grade nine, and employ a teaching staff of 93.

Approximately 25 percent of the District's $9.5 million budget comes from the individual and corporate taxpayers of the City of Yellowknife. The balance of revenue is in the form of an operational grant from the Government of the NWT.

The District has experienced an enrolment increase of 20 percent resulting in a student population of 1402. This population increase results in an operational capacity of 83.4 percent with strong indications of continued growth during the 1988-1989 school year. The proposed development of the Range Lake North and Tin Can Hill subdivisions is forcing the Board to consider further development of new facilities. A major assistance in these deliberations will be the ***Facility Development Plan*** commissioned by the Board.

On August 29, 1988, N.J. Mcpherson Elementary School opened its doors. This school consists of twelve classrooms plus gymnasium, library, music room and administrative facilities. It offers a kindergarten to grade five program. Kindergarten to grade six programs are offered at both Mildred Hall Elementary School and J.H. Sissons Elementary School, while a grade seven to nine program is offered at William McDonald Junior High School.

Mildred Hall School continues to provide a program for gifted students while J.H. Sissons School offers a French Bilingual program beginning at the grade four level. William McDonald Junior High School continues and extends the work of the elementary schools. In doing so, adjustments are made to educational programs and to school organizations to reflect the wide range of levels of intellectual, emotional, ethical, physical and social maturity of their students.

The District continues to expand and improve the Special Needs Programs, Computer Programs, Bilingual Programs, and the individualization of instruction. Professional staff have undertaken an extensive professional development program in Whole Language.

Of particular interest this year is that Yellowknife Education District No. 1 is celebrating its 50th Anniversary. In 1938 a group of local residents met and formed a provisional school board. This Board operated a school out of Vera Lane's home. By August of 1939 the Commissioner had approved the establishment of a public school district at which time Yellowknife became the only community in the Northwest Territories or the Yukon to have a local school board. The first school house was a log cabin and it can be seen on the Mildred Hall Elementary School grounds.

The Board of Secondary Education

for Sir John Franklin Territorial High School

On November 4, 1987 the first Secondary Board of Education in the NWT was proclaimed. This historic agreement allows for virtually complete public control over education at Sir John Franklin Territorial High School. An estimated two thirds of the approximately 600 students come from the City of Yellowknife. The remaining one third of the student population comes from Inuit and Dene communities in the Kitikmeot and Fort Smith regions. Students from these regions are accommodated in either Akaitcho Hall, a student residence located adjacent to the high school, or in the home boarding program.

The Board of Secondary Education is composed of four representatives from Yellowknife Education District No. 1 and three appointed members from the regions. The Board has full control over budget, operations and personnel and is responsible for operating the school on behalf of the Government of the NWT.

Special education needs are handled in a variety of ways. Of particular note are the Grade Ten Preparation and the Senior Practical Programs. These are designed to upgrade skills so that students can achieve success in the Advanced and General Diploma areas.

Yellowknife Separate School District #2

The Yellowknife Catholic Schools operate in accordance with ***The Education Act*** and the Regulations pursuant to the said Act adopted by the Northwest Territories. The curriculum followed by the Yellowknife Catholic Schools is that prescribed by the Department of Education with supplements approved by the Board.

ST. JOSEPH SCHOOL

St. Joseph School is a dual track school offering programs from kindergarten to grade eight in English and kindergarten to grade six in French Immersion. The present enrolment is 444 students, of these 188 are registered in the French Immersion Program and 256 in the English Program. There are 33 staff members to meet the needs of the students.

A new Whole Language Arts Program in grades seven and eight as well as a new Religion Series have been introduced this year. The Music Program has also been extended to all grade six students.

In the French Immersion Program, the Alberta Curriculum was introduced as well as in the new Religion Series. English is also taught in grades three, four, five and six.

The new concept of mainstreaming is being introduced to provide in-class remediation and enrichment activities at the regular classroom level.

St. Joseph School has a modern gymnasium, a well-stocked library of English and French books and an Industrial Arts and spacious kitchen complex. The Computer Lab houses 25 Apple IIGS and the classrooms have a variety of modern AV equipment.

The Parent Advisory Committee plays an active roll in assisting the school staff and students in the school program.

ST. PATRICK ELEMENTARY SCHOOL

St. Patrick Elementary School consists of grades kindergarten to six with a total school enrolment of 198 and a staff of 11.5. The school also has 1.5 teacher aides, a library technician, a secretary and a maintenance man.

The school facilities include a gymnasium, library resource room, a computer laboratory, music room, French room, two Learning Assistance Centres and a combined Centre for Enrichment and English as a Second Language room.

Parent involvement is encouraged in the school and is especially evident in the monthly Liturgical celebrations, preparation for First Communion and Reconciliation, chaperoning field trips within and out of the city, Special Education program, Student Counselling program and in the Kindergarten program.

The school is well stocked with supplies and equipment, including 25 new Apple IIGS Computers.

St. Patrick Elementary School offers a complete Northwest Territories curriculum. The programs taught include the basic subjects of Language Arts, Mathematics, Social Studies and Science, as well as Core French, Religion, Physical Education, Music, Art, Computers, Catholic Family Life Health Education, Enrichment, English as a Second Language and Special Education Learning Assistance.

The school provides an integrated approach to firm, consistent discipline and citizenship based on gospel models. As well, a very high priority is placed upon excellence in instruction. Students are able to move easily to any other regular school system within Canada.

This year St. Patrick School commences the beginning phase of mainstreaming where all students' needs will be met within the regular homeroom classroom. A methods and resource teacher works with staff members to meet the needs of all students. A school prescriptive team meets once a week to address these needs.

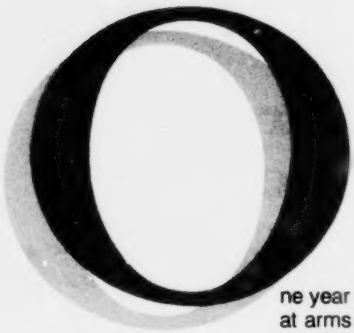
ST. PATRICK HIGH SCHOOL

St. Patrick High School consists of grades seven to twelve and the senior high school grades of ten to twelve is a fully Alberta accredited high school. The enrolment of the school is approximately 300 students with a staff of 20. This school contains a wide range of facilities including a gymnasium, library, science room, home economics room, business education room, computer room, etc.

St. Patrick High School has experienced a very low staff changeover during the past years. The stability of the staff adds to the academic continuity and staff and students' interaction in sports as well as extracurricular activities.

Arctic College

Arctic College



ne year has passed since the Arctic College Act established Arctic College as a corporation at arms length from government. Under the terms of the Act, Arctic College is established to "deliver adult post-secondary education".

During 1988 Arctic College has experienced considerable growth. Increased programming, the establishment of a new campus, as well as development of the college's own administrative and financial systems, have been just a few of the activities in which college personnel have been involved.

A Board of Governors, whose members are appointed by, and report to, the Minister of Education, is responsible for the overall operation of Arctic College. Further, the Board is responsible for recommendations related to major program and organizational changes within the institution.

As a result of its corporate status Arctic College now works directly with other organizations in development and delivery of programming. This, combined with its charitable status as a non-profit educational institution, allows the college to actively develop revenue sources separate from the annual contribution provided by the Government of the Northwest Territories.

Over the year, the college has received projects conducted under CEIC's Canadian Jobs Strategy. Over $2 million of training was delivered in this manner. In total, during 1988, Arctic College delivered 21 programs based on revenues from government and non-government agencies. These programs, ranging from Criminology, Health Career Preparation and Youth Entrepreneurial Training provided relevant training opportunities for people across the Territories.

In 1988, Arctic College began to address program evaluation and program standardization. These two areas will continue to be given priority in 1989.

NEW INITIATIVES

THIRD PARTY FUNDING

Arctic College, with its corporate structure, is now able to pursue funds for program delivery from sources other than government. Over the next year the College will work to acquire program funding through the Canadian Jobs Strategy.

One excellent example of the kind of partnership Arctic College will continue to seek out is the cooperative training venture with Atii, the Inuit Development Task Force. During the next year, the Administrative Studies Program at Iqaluit Campus will provide all management training for staff of Inuit organizations.

PROGRAM EVALUATION AND STANDARDIZATION

In 1987-88 Arctic College began to seriously address program evaluation and program standardization. These two areas will continue to be given priority during the 1988-89 year.

Standards are important to us. As the College grows, both at the campus and community level, it is essential that students are guaranteed a consistent quality of education, regardless of location. To that end, programs of a similar nature will have a common base curriculum, with optional courses fulfilling regional and community requirements.

Over the next year a process of program evaluation will be established to ensure that we are providing the best possible programs for our students. The evaluations will be carried out by both internal and external means. With ongoing evaluation Arctic College will also provide programming that is relevant to the changing needs of our society.

PROGRAM HIGHLIGHTS

Starting in September 1988 the following new programs will be offered:

The ***University Transfer*** Program at Yellowknife Campus will provide, for the first time, a complete first year general arts program here in the north. There are already 12 full time and 15 part time applicants.

The ***Interpreter/Translator*** Program will be delivered at both Iqaluit and Thebacha campuses. The one year program will train interpreters for employment in the public and private sector.

This year ***Welding*** and ***Industrial Warehousing apprentices*** will take all three levels of technical training at Thebacha Campus. ***Plumbers*** will take their first two levels at the campus. This means that these northern apprentices, who used to travel to Alberta for their training, will receive the training in the NWT.

ACADEMIC STUDIES

Academic Studies, offered at each campus of Arctic College, was again successful in preparing students for further post-secondary education. Over 70 students completed the Academic Studies Program and of that number, 43 entered into either an Arctic College certificate or diploma program.

In some cases, certificate and diploma programs contain a component of academic upgrading, specific to the students' field of study. This linkage between academic studies and

Carving by Leah Davidge,
Thomas Simpson
School, Fort Simpson, N.W.T. 1988

the certificate/diploma programs provide a program best suited to the needs of students.

Instructors at all campuses offer courses in Communications, Math, Social Science, Science, Computer Science and Introductory and Advanced Accounting. Greater use was made of computers in the learning process as students mastered word processing, spread sheets and data bases in their classroom work.

A specialized academic studies program, Health Careers Preparation completed its first year with favorable results. While some of last year's students will return next year to complete their studies, others intend to enter university or college to seek professional training in nursing, rehabilitation medicine, and dentistry.

CERTIFICATE AND DIPLOMA PROGRAMS

There was increased enrolment in certificate and diploma programs last year, supporting the belief that students are choosing longer term programs that prepare them for careers, rather than short term training courses. The Public and Business Administration Program is a good example of this increase in numbers. Fourteen graduated in 1988 - the highest in the history of the program.

While certain programs were offered for the first time in 1988 some, such as the Renewable Resources Technology Program in its 10th year, are well established. At Arctic College, most programs contain on-the-job training: the opportunity to translate classroom learning into workplace application. In 1987-88 approximately 180 students were involved in work placements.

Arctic College Western Arctic Teacher Education Program had approximately 40 students enrolled in 1988. The revised, field-based program had four centres for teaching and learning - Inuvik, Rae-Edzo, Fort Franklin and Fort Simpson. For the Eastern Arctic Teacher Education Program, 1988 was a year of success with five students receiving Bachelor of Education degrees from McGill University.

The Communication Arts (Journalism) Program began in September at both Aurora and Nunatta campuses. There are about 10 students in each of the programs, which includes studies in both broadcast and print journalism.

At Nunatta Campus in Iqaluit, two new diploma programs, Environmental Technology and Human Services, both started in September. The Environmental Technology Program participated in a number of field camps last year; half of these were held in conjunction with environmentally-related programs from Southern universities. The Human Services Program maintained a high enrolment during the year with 13 full-time and eight part-time students.

The Community Recreation Leaders Program graduated its first class of seven students in December, and was also the first diploma class to graduate from Aurora Campus.

PROGRAM HIGHLIGHTS

The ***University Transfer*** Program at Yellowknife Campus provides, for the first time, a complete first year general arts program here in the north. There are already 12 full-time and 15 part-time applicants.

The ***Interpreter/Translator*** Program began at both Iqaluit and Thebacha campuses. The one year program will train interpreters for employment in the public and private sector.

TRADES AND TECHNOLOGY

The limited number of jobs in the oil and mining industries has resulted in reduced enrolment in trades programs. However, Arctic College will continue to prepare students for employment that may result from the eventual resurgence of exploration in these fields.

Thebacha Campus, with its state-of-the-art trades complex, delivers the greater number of introductory trades and apprenticeship training courses. However, to meet regional needs other campuses also offer introductory cooking and carpentry programs. In addition, the Housing Maintainer Apprenticeship Program is delivered at Iqaluit Campus.

Six students graduated from the special North Warning System Pre-Electronics Course offered at Thebacha Campus. After subsequent training with MicroTel in British Columbia most students were employed with NorthwesTel on the North Warning System.

A number of training courses requested by industry and government were deliverd at Thebacha Campus. These included:

- ☐ a special Heavy Duty Mechanics Upgrading Program for mechanics from Pine Point Mines;
- ☐ an Air Brakes seminar for DPW Highways;
- ☐ a Hydronics (hot water heating) seminar for the NWT Housing Corporation.

Energy Mines and Resources conducted an instructor's workshop on R-2000 housing construction for Thebacha and Iqaluit campus instructors. Arctic College can now deliver R-2000 seminars to interested groups across the Northwest Territories.

PROGRAM HIGHLIGHTS

In 1988 ***Welding*** and ***Industrial Warehousing apprentices*** will take all three levels of technical training at Thebacha Campus. ***Plumbers*** will take the first two levels at the campus. This means that these northern apprentices, who used to travel to Alberta for training, will receive the training in the NWT.

STUDENT SERVICES

The staff of Student Services works to ensure students are challenged in their total personal development. Through student councils and recreation, library and counselling services students had the opportunity to develop their abilities and interests in order to realize their full potential.

Student Services at each campus continued to meet the needs of the increasing number of students. For the first time last year counselling was available at each campus. Counsellors

provided the personal, career and academic counselling that is integral to the students' success.

During 1988 an automated computer cataloguing system was implemented for the Thebacha Campus library collection. In using this system, students can easily identify all library holdings. Both Aurora and Nunatta campuses will be developing library facilities by 1989.

An increase in student recreational equipment and resources at each campus worked to improve college life. The Community Recreation Leaders Program at Aurora Campus took, as their name suggests, a leader's role in providing recreational activities at the campus.

While student accommodation at Thebacha Campus reached a satisfactory plateau with construction of the new family residence, there is still a shortage of adequate housing at both Nunatta and Aurora campuses. In both cases accommodation for students with families is limited and it is recognized that the shortage may have an effect on student enrolment and retention.

Last year saw efforts by student councils, existing and new, enrich student life. Many social and recreational events sponsored by the student councils helped make the students' year at Arctic College more enjoyable. Each campus has a student council which acts as liaison between college administration and students.

COMMUNITY EDUCATION

A wide variety of Arctic College programs were delivered at the community level in 1988. Courses such as academic upgrading, secretarial and trades continue to be in high demand. In addition, the College worked closely with communities to introduce a number of new programs. Community-based courses in business management, tourism and computer literacy have met with high interest.

The Thebacha Campus Extensions Department delivered 26 programs with an enrolment of 200 students. Nunatta Campus experienced similar enrolment levels in 24 programs.

A number of students who complete community based programs continue their educational pursuits at one of Arctic College's campuses, indicating the importance of community based programming.

As a result of a contract between Arctic College and the Baffin Divisional Board of Education, a merger of Adult Education Programs in the Baffin Region with Arctic College occurred in November 1987. This consolidated the delivery of adult programs in the Baffin communities. Arctic College extension services and Adult Education Centres now form the Community Education Program Division of the Iqaluit Campus.

This merger promotes coordination of off-campus programming and creates an easier flow of students from communities to the campus for more specialized programs.

THE YEAR IN REVIEW

- ☐ The Renewable Resources Technology Program (RRTP) at Thebacha Campus achieved international accreditation with the North American Wildlife Technology Association.
- ☐ Ten community adult education centres in the Baffin Region were the first to transfer to Arctic College.
- ☐ In the 1987-88 year the College introduced a new selection of programs designed to train northerners for the northern workforce. These are:
  - Journalism - Aurora and Iqaluit campuses
  - Environmental Technology - Iqaluit Campus
  - Human Services - Iqaluit Campus
  - Health Careers Preparation - Thebacha Campus
- ☐ Arctic College enrolments were the highest ever, with 877 full-time students registered at four campuses - an increase of 27 percent from the previous year.
- ☐ A Nursing Assistant Program was delivered at Iqaluit Campus for the first time. Four Inuit students were enrolled - the first nursing assistants to be trained in the Eastern Arctic.
- ☐ The new Iqaluit Campus facility was completed. The two-storey building includes classrooms, labs, a resource centre, and office space. The facility is designed to meet campus needs as well as to serve as an adult education centre for the community of Iqaluit.
- ☐ Close to 691 part-time students participated in 48 evening courses at Yellowknife Campus. The courses range from upgrading to university level studies.
- ☐ Thebacha Campus offered two one-week Elderhostel sessions for 70 senior citizens from all over Canada and the United States.
- ☐ The first graduation of the School/Community Counsellor Program at Thebacha Campus was held in 1988. This program, a joint effort by Arctic College and the Department of Education, graduated nine students who are now working as counsellors to improve school attendance.